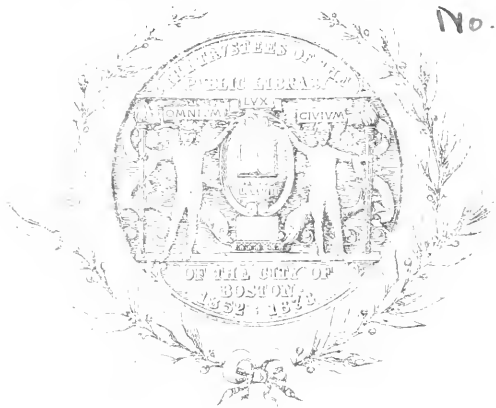


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CHILDREN BEAR THE PROMISE OF A
BETTER WORLD

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no. 1-11

United States. Children's Bureau

Defense of children series.

Nos. 1-11.

Washington, D. C.
1942.

No. 1 What are we doing to defend them?

2. Are we safeguarding those whose mothers work?
3. Are they getting the right start in life?
4. Have they the protection of proper food?
5. Are we defending their right to health?
6. Their defense is the security they find at home.
7. Their education is democracy's strength
8. Through play they learn what freedom means
9. Our nation does not need their toil.
10. Are we helping those with special needs?
11. Protect them from harmful community influences
12. Is their safety in wartime assured?

Teacher's Book

Children's Book
of a better world

ALL Americans want this country to be a place where children can live in safety and grow in understanding of the part they must play in the Nation's future.

If anywhere in the country any child lacks opportunity for home life, for health protection, for education, for moral or spiritual development, the strength of the Nation and its ability to cherish and advance the principles of democracy are thereby weakened.

—Franklin D. Roosevelt

OUR

CONCERN

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EVERY
CHILD



The defense of children require

Defend them from external danger
Make them

Defend them from accident and disease
Make them

Defend them from hunger and under-
nourishment *Make them*

Defend them from insecure home life
Make them

Defend them from poor schooling
Make them

Defend them from lack of wholesome play
Make them

Defend them from child labor and other
bars to opportunity *Make them*

Defend them from bad neighborhood in-
fluences *Make them*

Defend them from prejudice
Make them

positive action by every citizen

. . . . Are you doing your part?

And they shall live to achieve the goals
of our democracy

And their health shall insure a sound
people for the future

And as men and women they shall be
equal to the work of the world

And their self-reliance shall strengthen
our free society

And their knowledge and skill shall build
a finer Nation

And they shall learn to pull together for
the common welfare

And they shall help bring about equal
opportunity for all youth

And they shall have the character to
guard our way of life

And they shall respect freedom as the
birthright of all

*The future of our Nation requires
united action now to provide
for all children:*

1. The right start in life through healthy parents and good care for mothers during the maternity period.
2. Protective foods needed for health and growth.
3. Health supervision and medical and dental care.
4. Security of home life, through adequate income and understanding parental care.
5. Good schools offering a varied and flexible program to meet the needs of all children and youth.
6. Opportunities for wholesome leisure-time pursuits.
7. Safeguarding of youth at work and elimination of child labor, through effective administration of adequate legal standards.
8. Mother's care for infants and preschool children and for older children outside school hours; appropriate measures for care and supervision of children whose mothers are at work.
9. Social services to help meet the special needs of children whose well-being cannot be fully assured by their families.
10. Freedom from demoralizing influences in the community.

This Program for Children Requires:

Understanding and cooperation by parents.

Sufficient funds and qualified workers for
essential community services.

Leadership and assistance by Federal and
State governments.

***Our Nation is mobilizing its resources
for the welfare of children
as an important part of national defense:***

To coordinate health, welfare, medical, nutrition, recreation, and related services bearing on the defense emergency, the President of the United States has established by executive order the

Office of Defense Health and Welfare Services,
Paul V. McNutt, Director.

To assure effective coordination of Federal relations with State and local governments engaged in defense activities, to facilitate constructive civilian participation in the defense program, and for other purposes, the President has established the

Office of Civilian Defense,
Fiorello H. LaGuardia, Director.

The ***Children's Bureau of the United States Department of Labor*** is responsible for promoting the welfare of children at all times through—

Studies and advisory services	Child-labor administration
Cooperation with State agencies	Bulletins, leaflets, and radio talks

The Chief of the Children's Bureau, Katharine F. Lenroot, has been designated child-welfare consultant to the Office of Defense Health and Welfare Services, and the Assistant to the Chief, Charles I. Schottland, has been made liaison officer with that office. The Associate Chief of the Children's Bureau, Dr. Martha M. Eliot, has been designated liaison officer with the Office of Civilian Defense. Other Federal, State, and local agencies are working for the promotion of child welfare, in cooperation with many privately supported organizations.

The Defense of Children Series:

“CHILDREN BEAR THE PROMISE OF A BETTER WORLD” includes:

- 1. What Are We Doing To Defend Them?**
 - 2. Are We Safeguarding Those Whose Mothers Work?**
 - 3. Are They Getting the Right Start in Life?**
 - 4. Have They the Protection of Proper Food?**
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 - 11. Protect Them From Harmful Community Influences.**
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“RAISING A PRESIDENT,” a radio program on defense of children, prepared by the Children's Bureau, is presented by NBC every Monday at 11:30 a. m. E. S. T. (Blue Network)

U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 1

Teacher _____

Child's Name _____

ed of _____



IN recent years there has been much discussion over employment of married women—much has been done and said to prevent them from working in offices, stores, and factories. Since the defense program started, however, we find more employers hiring married women, some of them contrary to their past practice—and in certain cases in preference to other workers, with the idea that when the emergency is over they can be discharged more easily than single women. There are no figures to show how many married women now called into defense production have small children. It would be practically impossible to obtain such information for the country as a whole. But I think each community can take steps to secure these facts in its own locality.

—MARY ANDERSON, *Director,*
Women's Bureau, United States
Department of Labor.

Day care of children of workin

FOR THE MOTHER WHO MUST GO OUT TO WORK, the care of her children is a vital and often distressing problem. Her peace of mind requires assurance that the smallest children are in safe hands throughout the day and that the older ones have wise and kindly supervision in after-school hours. The community also is deeply concerned in knowing that the children of the employed mother are growing up under happy and healthful influences, for democracy's purpose is to help its children become robust, right-thinking, upstanding citizens.

Care of children whose mothers are employed has been a problem even in normal times. Some mothers who work have relatives or trusted friends who can take care of their children during their absence, or they may be able to pay competent helpers to do so. In many communities there are some day nurseries and nursery schools for the very young and leisure-time programs and activities for older children. Yet working mothers are often compelled to leave their very young children in the hands of unsuitable caretakers while they are away at work and let the older children shift for themselves.

With the great rise in the employment of women caused by the national-defense emergency, many communities face a serious situation in regard to children's welfare. Where agencies already exist they are often crowded far beyond

mothers is part of national defense

their capacities, and in too many localities there is no provision at all for care and protection of children.

When mothers of young children seek work outside the home, in this period of emergency as in normal times, they usually do so because their earnings are needed for the family support. But we must not allow either the national emergency or the financial need of the family to be met at the expense of the well-being of children.

The question whether the mother *should* work and how her children are to be cared for while she works must be considered with a view to the welfare of the children themselves. Their welfare comes first in every mother's heart. She knows how hard it is to be sure that they are well cared for while she is gone from home. She should realize too that under most circumstances the most patriotic thing she can do is to give them her personal care if possible.

But if, in the interests of her children, the mother finds it necessary to take a job, then the community's attitude must be: "We are behind you; your children shall not suffer from neglect; we will organize enough services—and services of enough different kinds—to provide for the safeguarding of your children of whatever age. We know that the life of Democracy itself flows out of the lives of its citizens. The first item in our program of national defense shall be *Defense of Children.*"

"We recognize the extreme importance of national necessity of maintaining the democratic way of life which is a defense imperative. Toward this end we believe that care should be made to safeguard home life, to strengthen family relations, to give parents a direct opportunity to participate in community life.

"When the work of women is needed as an essential part of the defense program it is more than ever a public responsibility to provide appropriate care of children whose mothers are at work.

"The welfare of mothers and children should be given consideration at every point in the development of employment opportunities for national defense. Mothers who remain at home to provide care for their children are performing an essential patriotic service in the war effort.

Excerpts from Recommendations Adopted by the Conference on the Care of Working Mothers, Washington, August 1, 1941.

THE CHILDREN'S BUREAU of the United States Department of Labor, recognizing the urgent need for protecting children whose mothers are being drawn into employment as a result of the defense program, called a conference in Washington, July 31 and August 1, 1941, to discuss immediate steps to be taken to assure adequate day care for children of working mothers. Those present were specialists in social welfare, health, and education, drawn from national private organizations, and Federal, State, and local agencies.

The Conference urged that every effort be made to maintain standards that have been achieved relating to the employment of working women and to extend these standards where they fail to provide safeguards generally recognized as essential to the protection of all women who work.

It was suggested that plans for increasing day care should be made available in such order that parents, schools, and industry should share the care and protection of children.

Individual counseling should be held for women who hold jobs or expect to hold jobs as the cornerstone of the day care program. The object of the program is to make plans which will take into account the health and welfare of both mother and child.

The Conference urged that day care for the care and protection of working mothers include as much as possible the services required to meet the needs of the child.

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Care of Children

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of children of all ages.

THESE activities should be integrated with the whole community program for public and private family assistance, social services to children, health protection, education, and recreation.

The development of the services needed will require greatly increased personnel. The Conference therefore recommended that careful plans be made for the selection, training, and supervision of competent staffs in accordance with established standards.

Positive action must be taken now to uphold standards of day care of children of working mothers and to provide for such expansion of services as may be required. Federal and State agencies and national organizations have a responsibility for leadership in the present emergency. The Conference urged them to stimulate and assist local committees in their efforts to meet the demand for care and protection of children, as need increases with the rapid expansion of defense activities.

In the discussion at the Conference the members repeatedly called attention to the need for considering not only preschool children—the group especially provided for by day nurseries and nursery schools—but also older children for whom leisure-time and other after-school activities must be made available. Adequate provision by the community requires measures for safeguarding *all* the children of working mothers during the time of the mother's absence from home. It also requires measures for safeguarding the health and welfare of the entire family.

- Mother's care for infants and preschool children and for children outside school hours is a fundamental principle of child welfare. When mothers are at work the community must see to it that the necessary provision is made for the care and supervision of their children. These policies are essential to the welfare of children as a part of national defense.

OUR CONCERN—EVERY CHILD

DEFENSE OF OUR DEMOCRACY

It is the duty of every mother who is considering going to work:

1 To determine whether her employment is the best contribution she can make to the welfare of her family and children and to the general welfare of the community and the Nation.

2 If she decides to work, to arrange for adequate care for her children of preschool age while she is away, remembering that babies need *individual* care in their own homes by their own mothers or, when this is impossible, by a person competent to take the mother's place.

3 To arrange for her children of school age to receive proper care and supervision during hours when they are not attending school. Children who have no supervision but are allowed to run the streets after school may meet with serious accidents or with evil influences that could cripple their whole future lives.

4 To see to it that her own health is safeguarded by sufficient rest and by relief from as many of her usual household duties as possible; and that the health of her children, as well as herself, is maintained by regular meal hours, by well-cooked wholesome food, and by regular health supervision.

5 To maintain the cheerful, cooperative spirit of her household in this period of emergency, by encouraging each member of the family to do his share of the work, and by helping her children to understand that the home is the place where democracy begins and where the teamwork it implies can best be learned.

FOR ALL CHILDREN WHOSE

It is important for communities in which many mothers are working:

1 To make plans for the care and protection of children of working mothers, in a unified program that draws upon the efforts and facilities of all the public and private agencies within the community. These plans should include:

Counseling service for mothers who are employed or are looking forward to employment, so that husbands and wives may be helped to make wise decisions and to obtain suitable care for their children while they are away from home.

Such nursery schools, day nurseries, nursery centers, and cooperative nursery groups as may be needed in the community program, conducted under the auspices of private schools, welfare departments, or other public or private agencies. They should not be located in industrial plants or limited to children of mothers employed in particular establishments.

Playgrounds, play centers, and leisure-time programs as needed for children of school age, so that they may have opportunity for supervised play and for wholesome activities in the after-school hours.

Such other forms of care, including day care in foster homes, housekeeper service, day camps and vacation camps, and other types of service as may best serve community needs.

2 To provide adequate personnel for day-care services, by the selection, training, and supervision of competent workers.

3 To maintain the standards of personnel, equipment, procedure, and care generally recognized as acceptable by health, educational, and social organizations. These standards should apply equally to all types of nursery schools and day-care centers.

Standards for day care must be upheld

COMMITTEES appointed as a result of the Conference on Day Care, now merged in an advisory committee to the Children's Bureau, are preparing suggestive material for the guidance of the Children's Bureau and of State and community agencies. At meetings of these committees, held in Washington October 3 and 4, the discussions were based on the following principles:

EVERY COMMUNITY PROGRAM of day care should be founded on careful study and analysis of community needs and resources.

PARENTS SHOULD PARTICIPATE in the planning of day-care programs for their children, which should take into full account the resources for care that might be provided by the parents themselves through cooperative arrangements, under proper safeguards.

INDIVIDUAL COUNSELING SERVICE should be provided as part of the community program.

SPECIAL ATTENTION should be given to the needs of children living in defense areas in undesirable surroundings.

PLANS SHOULD BE ADAPTED to the varying needs of all age groups under 16 years.

ALL DAY-CARE PROGRAMS should be carried on by those who understand children, and should emphasize the importance of considering each child as a member of a family group, and of serving his emotional needs and intellectual growth.

ADEQUATE STANDARDS of physical care, health protection, and nutrition should be maintained.

DAY-CARE PROGRAMS should be conducted if possible under the auspices of some recognized agency in the community, and should be under the supervision of some unit of government.

The Children's Bureau, the Office of Education, and the Work Projects Administration are working together on all programs of day care during the defense period.

"LABOR MARKET DEVELOPMENTS" for August 1941 states:

"There was growing evidence that industry is drawing upon the two large reservoirs of workers—women and youth—in substantially larger numbers. In all parts of the country, high-school graduates helped to alleviate shortages of all types, especially those of resort and clerical workers. Even more important, however, was the greater utilization of women in all industries throughout the country. Many plants continue to substitute women for men who have been called to military service or who have found better-paying defense jobs."—*"Labor Market Developments,"* Federal Security Agency, Social Security Board.

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 2

See Mrs. M. (p. 15)

Children hear the promise
of a better world

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Our Concern

Every
Child



The defense of democracy that every child

What can you do to help?

Know what good maternity care is, and see that such knowledge reaches every family in your community.

If you are expecting a baby in your family and do not know how to secure good care for the mother, ask your physician, a public-health nurse, or your city or county health department to advise you. See that some organization to which you belong studies what your community does to provide good maternity and infant care.

Join with other citizens in getting support and qualified staff for public maternal and child-health services, for privately supported health agencies, and for hospitals.

If you are not sure how to help, write your State health department or the United States Children's Bureau for suggestions.

The following publications can be obtained by writing the Children's Bureau:

Publication No. 4. Prenatal Care.
Publication No. 8. Infant Care.
Publication No. 143. Child Management.
Publication No. 202. Are You Training
Your Child To Be Happy?
Publication No. 261. The Child-Health
Conference: suggestions for organiza-
tion and procedure.

Folder 1. The Expectant Mother.
Folder 8. Breast Feeding.
Folder 9. Keeping the Well Baby Well.
Folder 16. The Healthy, Well-Nourished
Baby, Birth to 1 Year.
Folder 19. Mother! Nurse Your Baby!
Folder 20. Feeding Your Baby.

Baby's Daily Time Cards.
Better Care for Mother and Child.
The Premature Baby.

The right start in life means—

1. A healthy father and mother.
2. Good care for the mother during the prenatal period—
In the home, including a planned visit to meet the needs of the mother and baby, sun, exercise, rest, and freedom from worry.
Through regular medical vision and dental care by private practitioners, prenatal clinic or health center. Advise the public-health nurse will advise the mother to do what the doctor recommends.
3. Birth in a hospital equipped with maternity services or in conditions at home.
4. Medical attendance of the mother when the baby is born and during the lying-in period. This should be given by an obstetrician if necessary.
5. Care of the mother throughout the lying-in period by a nurse or by a person trained by a qualified nurse.
6. Medical supervision of the baby from birth. This should be by a doctor specially trained in the care of babies or by a qualified family doctor who consults such a specialist when necessary.
7. Special medical and nursing care for the premature baby.

quires have the right start in life

What should the community provide?

A sufficient number of doctors well trained in obstetrics and pediatrics.

A local health department, under a full-time public-health officer, well staffed with doctors, sanitary engineers, and public-health nurses.

Health centers—

Where prospective parents can be examined and advised by a doctor.

Where mothers can obtain medical supervision and instruction before and after their babies are born.

Home-visiting service by public-health nurses.

A welfare department prepared to give adequate assistance to needy families.

Medical, dental, nursing, and hospital care at public expense for families unable to afford these services.

A hospital that provides—

Special care for maternity patients, including separate wards, delivery room, and nursing care.

An obstetrician on the staff. He should be available for consultation with other physicians.

Facilities for isolation of infected mothers or babies.

Nurseries and equipment for adequate care of newborn babies, including those born prematurely.

A child specialist (pediatrician) on the staff. He should be available for consultation with other physicians.

How do we fall short of giving our children the right start in life?

Of every 1,000 infants born alive, 47 die before they reach the age of 1 year, and 29 of these die in the first month after birth.



We are saving the lives of many more mothers than formerly, but we still lose 38 mothers from causes related to pregnancy and childbirth for every 10,000 infants born alive.

One-tenth of the babies in the United States are born with no physician in attendance.

One-fifth of the 3,072 counties in the United States do not have any hospital within the county.

Many hospitals are not properly equipped or staffed to give safe care to mothers and their babies.



One-half of the 3,072 counties do not have full-time county health units.

One-third of the counties do not have any county public-health-nursing services under the supervision of the State health department.

Four-fifths do not have regularly scheduled prenatal clinics conducted by physicians.

In many defense communities babies cannot at present have the right start in life because of housing shortages and lack of sufficient doctors, nurses, and health-department personnel.



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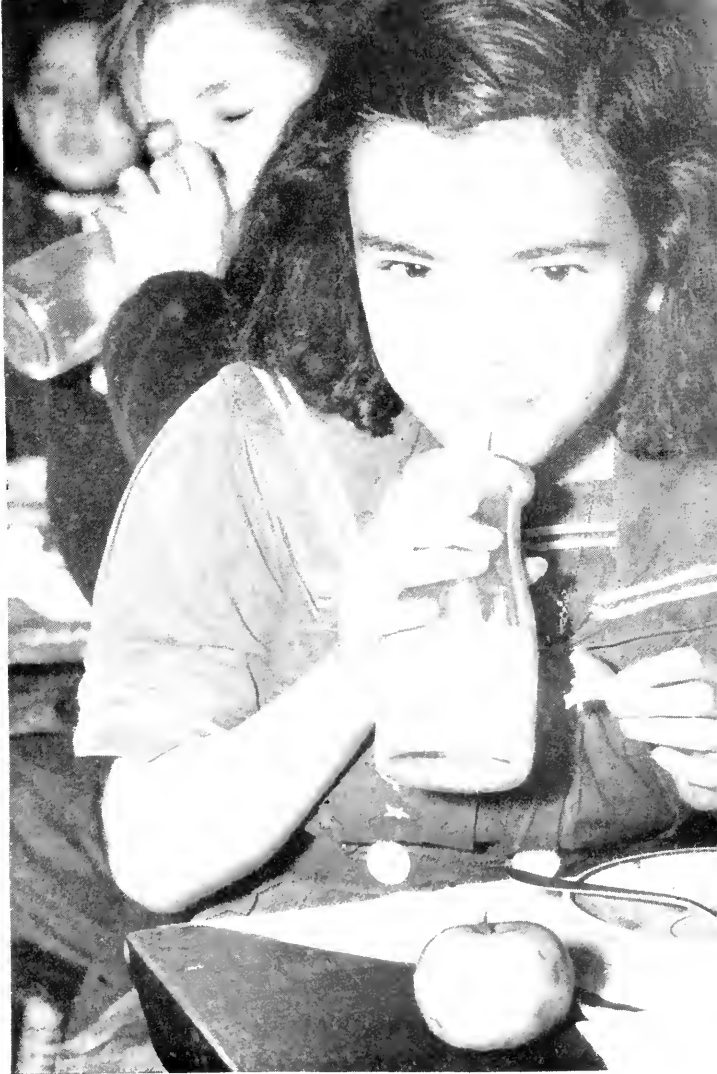
Defense of Children Series No. 3

For sale by Superintendent of Documents, Government Printing Office, Washington, D. C. . . Price \$3 per hundred.

Food

For Carefree Play Today

For Productive Work Tomorrow



JUST as by the use of modern medical science, we have conquered diseases that took an enormous toll of life in the past, so by the use of the modern knowledge of nutrition we can build a better and a stronger race, with greater average resistance to disease, greater average length of life, and greater average mental powers.—
Recommendations of the National Nutrition Conference for Defense to the President of the United States.

Better food will build

SINCE THE FIRST WORLD WAR we have learned much about the food needs of growing children, and many children have benefited by the application of that knowledge. Better and safer food has played an important part in the great reduction in the death rate of babies in this country in the past 25 years. More of the babies who live are in good health because they are well fed. Most babies are now given cod-liver oil or some other rich source of vitamin D in the first months of life, and as a result cases of severe rickets have become very rare. They get orange or tomato juice, too, and consequently few babies suffer from scurvy. Babies are probably the best-fed group in our population today.

The benefits of good nutrition do not stop with babyhood. At all ages well-fed children tend to be taller and heavier than undernourished children and less susceptible to certain diseases. Children who have had a good nutritional start and who have gradually assumed responsibility for their own food habits are likely to be both healthy and happy. Moreover, they have a good chance of growing into vigorous adults ready and eager to carry on their share of the productive work of the country.

The best-nourished children the country has ever known can probably be found today in those families that have known what foods are needed for healthy growth and have been able to provide those foods. But, in spite of all our knowledge of nutrition and the progress we have made in applying it, many children in the United States today are undernourished. Some are suffering from diseases traceable directly to faulty diets. Many more are generally under par, lacking in vigor under even ordinary circumstances and falling easy prey to any unusual strain. Unless these children are rescued from their state of borderline malnutrition, they may never know what it means to feel really well. When they reach adulthood they may find it hard to carry their share of

OUR CONCERN—

sturdier human beings

the country's work and to provide a good life for their children.

Well-nourished and malnourished children alike need special safeguards in the present national emergency. Living costs have risen sharply in some parts of the country. Unless wages have kept pace, families are faced with diminished purchasing power. Unless they know how important nutrition is to health, they may skimp on food to get money for the increase in rent or clothing. As families have moved long distances to be near fathers in Army camp or defense industry, mothers find it harder to select the best buys among unfamiliar foods. Many mothers, taking employment outside the home, have either to turn over the preparation of the family food to an older child or to assemble sketchy meals when they come home tired from work. Children who once had a hearty hot meal at noon may have to forage for themselves at home or to buy unsuitable foods at a bakery or eating place near the school. Under such circumstances even children who have been well fed for years begin to show signs of neglect before long.

These threats to the nutrition of children need never become actualities if all who are aware of the danger act quickly and vigorously. Parents can do much to safeguard their children's health through proper nutrition if they know what foods are most important and how they can be obtained within the family budget. The community can do many things through group action that parents alone cannot accomplish—such as providing nourishing noon meals for children at school. The Government can supplement and reenforce the efforts of parents and communities.

In our country we can produce all the foods that children need for healthy growth. Our job is to see that the children get enough of the right kinds of the food that we produce in such abundance.

EVERY CHILD!

Parents, foster parents, child-caring institutions

As individuals or institutions that have in your safekeeping the health of one or more children, you can:

Know what foods make for good nutrition in children of all ages. Use a daily checklist to see whether the children you care for have enough of the foods that protect their health.

Do the best you can to provide these nourishing foods with the money you have to spend and the time you have to prepare the food. Many very nourishing foods cost no more than others that are far less valuable.

See that the foods bought for children are stored and cooked so that they keep most of this food value.

See that the foods are so well cooked and served that the children will enjoy eating.

Help the children to form good food habits, to learn to like simple, nutritious foods.

See that children get the sleep, the rest, the outdoor play, and the health supervision that will help keep them in condition to get the most from their foods.

Join others interested in good nutrition to accomplish by group action what you cannot do for children by yourself.



*Are Your Children
Getting These Foods
Regularly?*

EVER NEEDS TI TO GRO

MILK—One and on
a day for each

BUTTER or oleon
added vitamin

FRUITS AND VI
four servings a
choosing them

A fruit or veget
Oranges, grap
leafy vegetable

A vegetable or fru
in iron: Green
green vegetab
yellow fruits,

Potatoes: At leas

Another serving
vegetable every

EGGS.—One a day
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CEREALS AND F
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COD-LIVER OIL.

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Members of a community that cherishes its children



CHILD EAT FOODS STRONG

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TABLES.—At least
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the Super-
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You can join forces to: Study the Proceedings of the National Nutrition Conference for Defense* and see how the recommendations can be applied in your community.

Create an organized demand for foods that have high nutritive value for their cost—such as whole-grain and enriched flour and breads, skim milk (fresh and dried), soybeans.

Supplement the food supply of children of low-income families, by means of nourishing noon meals at school, low-cost milk distribution, the food-stamp plan.

Encourage families with enough land to raise the protective foods their children need—vegetables, fruits, eggs, milk.

Provide opportunities for physicians, dentists, nurses, social workers, teachers, and others who influence parents and children to keep up to date on nutrition.

See what can be done about remedying conditions that reduce the family's ability to buy food, such as unjustifiable increases in food prices, taxes imposed in the interests of a special group, inadequate financial aid to dependent families.

*Are the Children
of Your Community
Getting Them?*



Nutrition becomes part of

MANY COMMUNITIES are expanding their nutrition work as part of their national-defense effort. Check on whether your community has the following services, essential to the health and welfare of its children.

Health Services: Prenatal clinics and child-health conferences provide an opportunity for mothers to get health supervision and nutritional advice for themselves and their children. These public-health services supplement the care given by private physicians, dentists, and nurses.

Ask your health department or public-health nurse about these services.

Welfare Services: Family-welfare agencies give counsel on economic and other problems of family life. They help parents to plan their expenditures so as to get the most for their money, to have wholesome recreation, and to get advice on mental hygiene. Private and public welfare agencies may arrange for financial assistance to parents who could not otherwise provide nourishing food for their children.

Ask your department of public welfare or your council of social agencies about these services.

Distribution of Surplus Foods: The Surplus Marketing Administration of the United States Department of Agriculture makes agricultural surpluses available to families certified as in need. These foods are distributed either direct or through the food-stamp plan. Schools that serve a noon meal to needy children may also receive surplus foods.

Ask your welfare department or Surplus Marketing Administration office about the local surplus distribution.

School Meals: In a growing number of schools, all children who remain at school during the noon hour may have a complete noon meal regardless of their ability to pay for it. Other schools serve a hot dish and milk to supplement the lunch packed at home. Sometimes the cost is met wholly from school funds, private donations, or contributions from the parents. Many schools have been able to serve a noon meal only because they

the home-defense program

could count on labor supplied by the Work Projects Administration or the National Youth Administration and because they obtained a goodly part of the foods served from the Surplus Marketing Administration. Nursery schools and summer play schools may also serve lunches through the cooperation of these Federal agencies.

Ask your superintendent of schools about school-lunch programs.

Educational Programs for Children: In many communities children can find out how important food is to health and what foods do most for growing children. Increasingly, schools provide both instruction in nutrition and an opportunity to put that instruction into effect. Nutrition is one of the topics taken up in the educational programs of the youth organizations—such as 4-H clubs, Boy Scouts, Girl Scouts, and Campfire Girls.

Ask your school officials about their program for nutrition education.

Educational Programs for Adults: In rural areas the home-economics extension services of State agricultural colleges have long provided instruction in foods and nutrition for study groups affiliated with county farm bureaus or home bureaus.

Some school systems offer adult-education programs in homemaking, including food and nutrition.

Local Red Cross chapters offer a course in foods and nutrition under a qualified instructor. The number of these courses has increased greatly in connection with the national program for civilian defense.

The Work Projects Administration has units on food and nutrition in its adult-education program.

Neighborhood houses and many other centers for group activity are giving classes in food and nutrition, often in active cooperation with local nutrition committees for defense.

Ask your local or State nutrition committee for an over-all picture of opportunities for adults to learn about foods for children.

The road to good nutrition

GOOD NUTRITION is a long-time process, beginning before the baby is born and continuing until he is fully grown. Here are some of the most important points to keep in mind at different stages of the child's development.

Prenatal Period: The mother's food must provide nourishment for herself and her baby. During pregnancy mothers do not need to eat more of all foods. They should eat more liberal quantities of the protective foods, as these supply the materials for building the baby's body.

Can pregnant women in your community get sound nutritional advice and, if needed, help in obtaining supplementary foods?

The First Year: Mother's milk is the food that nature meant young babies to have. Nursing mothers should eat larger quantities of the same foods they needed when they were pregnant. Although milk is the mainstay of the baby's diet, he needs other foods also. If these foods are introduced gradually, most babies will learn quickly to eat them.

Are the mothers of your community encouraged to nurse their babies and taught when to give them other needed foods?

One to Six Years: Many of the food habits that will stay by children throughout life are formed during the preschool years.

Can mothers in your community obtain advice on how to encourage good food habits in children from one to six?

The Early School Years: The school child may be given a greater variety of foods and also foods prepared in different ways. Many children of school age eat their noon meal away from home. That meal is just as important as the breakfast and dinner eaten at the family table.

Can every school child in your community have a nourishing noon meal at school, regardless of his ability to pay?

The Teen Ages: The teen ages are years of rapid growth and vigorous activity. An adolescent boy may require more food than his father; a girl, more than her mother. Besides the three regular meals a day, an after-school lunch is likely to be needed. This lunch should be a regular part of the day's food plan and not just concentrated sweets or soda-fountain fare.

What do the high-school boys and girls in your community eat between meals—fruit, sandwiches, and milk—or candy, hamburgers, and pop?

The food needs of all ages are dealt with in various publications of the Children's Bureau. Write for the current list.

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Studies and advisory services	Child-labor administration
Cooperation with State agencies	Bulletins, leaflets, and radio talks

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The Defense of Children Series:

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- 1.** What Are We Doing To Defend Them?
- 2.** Are We Safeguarding Those Whose Mothers Work?
- 3.** Are They Getting the Right Start in Life?
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- 5.** Are We Defending Their Right to Health?
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- 10.** Are We Helping Those With Special Needs?
- 11.** Protect Them From Harmful Community Influences.

“RAISING A PRESIDENT,” a radio program on defense of children, prepared by the Children's Bureau, is presented by NBC every Monday at 11:00 a. m. E. S. T. (Blue Network)

U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 4

Teacher's Rm

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Give our children

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AMERICANS have done a great deal in the past to make the United States a better and safer place in which to be born and in which to live the important years of childhood. And yet today we are not ready to say we have done enough. We can never be satisfied with our efforts for child health so long as a single baby dies whose life might have been saved or a single child grows up handicapped physically or mentally or unable to make the necessary social or emotional adjustment, who might have had a full and healthy adult life.

Last year in the United States more than 110,000 babies died in their first year of life, 1 out of every 21 Americans born alive. Tragic as those figures seem, they represent a great advance since 1917, when 1 baby out of every 11 died. Even before 1917—indeed, since the early part of this century—some of the best minds in this country have attacked the problem of how to reduce the number of child deaths, of how to help each child become a healthy, well-adjusted, cooperative member of society.

In spite of all these efforts American childhood has not yet been made wholly safe. The defense emergency naturally heightens dangers that already exist. The distribution of existing health services for children is exceedingly spotty, and shifts in population resulting from the defense effort are creating need in new areas. Deferments under the Selective Service Act have brought home to us how far we fall short in our protection of child health. There is real national concern today over lack of health services available to all people, without regard to geographic location or economic status.

The scientists have shown us how to make life safer for mothers and children. As parents and as citizens we are not yet applying this knowledge as fully as we should. We must begin to do so. That is the big job that lies ahead. We cannot do that job by sitting back and waiting for the doctors to discover still more new things. We cannot do it by being satisfied in our own homes or communities with the way things have always been done. The only way we can do it is by determining that whatever promotes the welfare of children shall be done . . . and that it shall be done in accordance with the highest standards we know today.

to build a Nation

the strength today

For reasons of true democracy Americans cannot afford to have neglected children in their communities. Those who are fortunate enough to be able to give their children good medical care will feel impelled to take an interest in the health of other children besides their own. Health is a right and a necessity for all children, no matter what the economic status of their families. Communities whose citizens fail to safeguard all children in this right to health may pay a heavy penalty. Epidemics that start in neighborhoods where neglect and poverty contribute to unwholesome and unhygienic conditions will not necessarily spare the children of well-protected homes.

All parents must realize that raising child-health standards is a job for them especially. The thoughtful mother should say to herself, "It is no longer good enough simply to feed my family, now that the best scientists are able to tell me precisely what my children need in the way of foods to be healthy. I am going to give my children the foods they should have. I am going to take them to a physician or a child-health conference regularly for health supervision. It is better to keep them from getting sick than to try to save their lives when they are ill."

We are raising health standards for our children by getting clearly in mind what a child requires to be healthy and strong and to live a normal life. He needs to be born of healthy parents under favorable conditions, to have a happy and affectionate family life in a home that provides adequate shelter, and to have the right food for his age and special needs. To grow normally to the fullness of his powers and take his place as a cooperative citizen in our democratic life, he needs intelligent guidance in forming good habits, in learning at each stage of his development to play and work with others, and of course he needs proper health supervision and protection against diseases. It is easy to remember . . . good parents, good home, good food, good health supervision, good daily care, good companionship, good guidance. Easy to remember, but hard to attain, unless the spirit of real neighborliness enters into the building of the community's health program. Are all the children in your community getting these things?

strong tomorrow

Every community should protect its children's health by providing at least the following services:

1. A full-time health department with a medical director; a physician to care of children to be responsible for supervising the child-health program; 1 public-health nurse for every 5,000 people—preferably for every 2,500 people; sanitary officers, and other staff as necessary for the control of communicable diseases.
2. Prenatal clinics and child-health conferences for infants and preschool children conducted regularly, at least once a month, in places convenient to all families using the service.
3. Health supervision for every school child.
4. Immunization against smallpox and diphtheria for all children.
5. Medical and dental care available for all children.
6. Adequate hospital and clinic facilities for care of the sick.

THE FOUNDATION FOR HEALTH is laid in the first 6 years. Most babies are well when they are born. To keep them well there should be continuous supervision by a doctor trained in the care of babies. Supervision should begin as soon as the baby is born and should continue through the years before the child enters school and through school years. During the first year the baby should be examined by the doctor at least once a month.

Up to the age of 6 the child should have an examination every 6 months by a doctor and by a dentist. Besides giving a child regular physical examinations, the doctor will give him protection against certain diseases and will tell the parents what *they* can do to guard against other diseases. He will advise the parents how to establish the health habits that will give the child a chance to grow up well and strong. This continued health supervision is the aim of all health agencies, public and private.

It must not be forgotten that good medical care for the mother while she is pregnant is tremendously important for the child's future health. Information on proper care in this prenatal period has already been presented in the second leaflet of this series, "The Right Start in Life."

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Does Your Community Have a Child-Health Conference?

A child-health conference is a clinic for well children conducted at least once a month by a doctor with the aid of public-health nurses. The conference may be held in a school or town hall or community health center.

The purpose of the child-health conference is to educate parents in better methods of child care and to provide continuous health supervision for all children from birth to school age. Its function is to keep the well child well.

At a child-health conference these things are done:

1. The doctor examines the child.
2. The doctor talks with the mother and advises her concerning the child's growth, food, and habits.
3. At the proper age, the child is immunized against diphtheria and smallpox.
4. The public-health nurse assists at the conference, and by talking to the mother at the conference and in the home helps her to understand and carry out the doctor's advice.

Guard your child's health resources

1. Take your child regularly for a health examination by a doctor experienced in the care of children.

2. Ask the doctor to give him special protection against smallpox and diphtheria and to advise how to guard against other diseases.

3. Take him to a dentist regularly for examination and care of his teeth, beginning at the end of the second year.

4. Give him a well-planned diet, including milk, green vegetables, fruit, cereals, meat, and eggs.

5. Be sure that he has enough sleep every night and, if he is under 5, a daytime nap.

6. Send him outdoors every day for exercise and play in the sunshine.

7. See that he has good habits of eating, sleeping, cleanliness, and elimination.

8. Weigh and measure him regularly, and keep a record of his growth.

Children's Bureau publications on child health:

Publication No. 4. Prenatal Care.

Publication No. 8. Infant Care.

Publication No. 30. The Child From One to Six.

Publication No. 143. Child Management.

Publication No. 202. Are You Training Your Child To Be Happy?

Publication No. 219. Good Posture in the Little Child.

Folder No. 9. Keeping the Well Baby Well.

Folder No. 10. Out of Babyhood Into Childhood.

Folder No. 11. Your Child's Sleep.

Folder No. 11. The Well-Nourished Child.

Folder No. 16. The Healthy, Well-Nourished Baby, Birth to 1 Year.

Folder No. 17. The Healthy, Well-Nourished Child, 1 to 6 Years.

Folder No. 18. The Healthy, Well-Nourished Child, 6 to 16 Years.

Folder No. 21. Your Young Child's Health.

Folder No. 22. Your School Child's Health.

Folder No. 25. Substitutes for the Sun.

Baby's Daily Time Cards.

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 - 9. Our Nation Does Not Need Their Toil.**
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 - 11. Protect Them From Harmful Community Influences.**
 - 12. Is Their Safety in Wartime Assured?**
-

“CHILDREN IN WARTIME,” a radio program on defense of children, prepared by the Children's Bureau, is presented by NBC every Monday at 11 a. m. E. S. T. (Blue Network)

U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 5

For sale by Superintendent of Documents, \$3 per 100

1875



Our Concern— Every Child

TIMES change but is it necessary to have any better definition of the obligation of our Nation to her children than that it shall be to secure to each of them the inalienable right set forth in the Declaration of Independence to life, liberty, and the pursuit of happiness? It is for us in our little day to do what we can toward translating that dictum. . . . One dares to hope that—not in our day but before the history of our country is all written—we shall add another clause and say that the rights of the child include not only the pursuit of happiness but its attainment.

—*Julia C. Lathrop*

The family is the true

"In spite of the great changes which have occurred in family life, especially in cities, there is still no more far-reaching educational institution than the family. It can be a school for the democratic life, if we make it so." In these words the White House Conference on Children in a Democracy in 1940 affirmed its belief in the fundamental importance of home life and reiterated the conviction expressed by the three preceding conferences that security of home life is the first essential of child welfare.

A home which protects the health and well-being of its children and which lays the foundation for a well-balanced emotional and intellectual life gives its children a heritage that equips them for meeting the stress of life. A child's development as a member of society is influenced by his experiences as a member of a family group. The social attitudes and the conduct of a child are determined largely by the standards that he has acquired in his home. The home meets the needs of a child if it provides him with physical and emotional security and affords him an opportunity for spiritual and intellectual growth.

In a democracy no family can live for itself alone. Churches, schools, libraries, industry and business, health and social-welfare agencies, recreational facilities, civic and social organizations, and all the activities that make up community life play a part in the life of each family. The strength of the community depends upon the integrity of each individual and family group,

It should be a school

threshold of democracy

and security of home life is achieved not only through family effort but also through those forces in the community which make for wholesome living.

Parents should make an effort to understand the world that surrounds their children. Those fathers and mothers who may lack the education to share fully in the interests of their growing boys and girls still can be informed on world events and know about enterprises in the community. In almost all communities there are opportunities for adult education, covering a wide range of elementary and advanced subjects, including child care and homemaking. Study clubs, discussion groups, college extension courses, libraries, and newspapers bring education to the doors of all.

Even the wisest and most gifted parents need to study the art of parenthood. Child training is not a static science. New discoveries are continually bringing new understanding of the problems of children and youth. Parents should keep informed in regard to constructive methods of child training and principles of child guidance.

Homes in which parents and children have interests in common and a mutual understanding of problems that affect the individual members of the family make a strong foundation for our democracy. Security of home life for children must be built upon such a foundation.

for successful living

Family income a basis of security

The security of the home and its adequacy for care and training of children are largely dependent upon the income of the family. Other values in the home may compensate in large measure for lack of some material comforts. A large income does not in itself insure a good standard of home life, but the income should afford the means for participation in the life of the community.

A study of the cost of living in 59 cities in 1935 resulted in an estimated "maintenance level" budget of \$1,261 a year for an unskilled manual worker's family comprising 2 adults and 2 children 13 and 8 years of age. In this budget \$448 was allowed for food—a little more than \$2 a week for each member of the family group; housing was estimated at \$222; clothing, clothing upkeep, and personal care, \$184; fuel, light, and other household operating expenses, medical care, and miscellaneous items comprised the rest of the budget. In 1935–36, according to the National Resources Committee, more than a quarter of the Nation's families

had yearly incomes of less than \$750; more than two-fifths had incomes of less than \$1,000; nearly two-thirds had incomes of less than \$1,500. It is obvious that a considerable part of the total families in the United States do not have the means which permit even this "maintenance level" budget.

The most important approach to the problem of insufficient incomes is through measures to raise the incomes of wage-earning and farm families, which constitute a large proportion of all families in the United States.

White House Conference



A necessary condition of a family's capacity to serve the child is an income sufficient to provide the essentials of food, clothing, shelter, and health, as well as a home life that means for the child education, happiness, character building.



Home life requires a home

Family life cannot be secure unless it has its setting in surroundings that constitute a real home, in a house in which it is possible to maintain the health and comfort of its members. Substandard housing is found not only in crowded sections of large cities but also in villages

and farm areas. The relationship between housing and health has long been recognized, and many problems of delinquency and abnormal behavior are known to have their origin in crowded living conditions.

As a result of the rapid growth of defense industries a serious situation has arisen in many communities. Populations have increased overnight from a few thousand to many times that number. Families must live in rapidly constructed houses or in trailer camps and other temporary makeshifts which are most inadequate for the health of the family and for the bringing up of children. In large cities the result of this influx of new population is overcrowding and rental charges that are far out of proportion to the value of the

accommodation. These conditions demand drastic action by the State and local authorities responsible for the maintenance of sanitary conditions. Control of rentals, and housing projects in "defense areas," are immediate needs.

The housing of migrant families has been a problem in some parts of the country for a long time. In some communities camps are built for migratory workers, but they take care of only a very small part of the total number. It is estimated that there are about one-third of a million such families.

Children in a Democracy



Since an enlightened public opinion is essential in housing, citizen committees should be organized in communities to promote public interest, understanding, and support. Housing facts and problems should be made widely known to the public.



Defense of children means safeguarding family life

The family has the first responsibility for the care of children. But society also has an obligation to give whatever financial aid or social services may be needed to help keep the home together and make it mean all it should mean to children.

Whenever a major disaster or widespread unemployment deprives large numbers of families of their livelihood, extensive measures for their relief must be undertaken. The stability of the home is threatened in all emergencies of this kind. During the period of depression which began over 10 years ago the fate of many thousands of families depended on whether relief was wisely enough and effectively enough administered to save their homes. Had it not been for the action of the Federal Government in making available large sums for unemployment relief, and the efforts of States and local units to meet the urgent needs, the past 10 years would have been a period of untold suffering by millions of children. It has been estimated that from 6 to 8 million children in 1939 were in families receiving unemployment relief.

Through the provisions of the Social Security Act great progress has been made since 1935 in assistance to families and individuals in need. Federal funds administered by the Social Security Board are available to States for special types of public aid—old-age assistance, aid to dependent children, and aid to the blind. But many families and individuals who need help do not qualify under the provisions of the Social Security Act and must depend entirely upon measures for “general relief” in their State or local community. Even in prosperous times there are families in every community who for one reason or another are dependent upon aid from public or private agencies.

General relief is often inadequate and very poorly administered. It is very important for every community to determine whether children are suffering because the help given is insufficient, or because they belong to families which need assistance but are not receiving it.

The Social Security Act reinforces the economic foundations of family life through—

Aid to dependent children

Aid to the blind

Old-age assistance

Old-age and survivors insurance benefits

FINANCIAL SECURITY for the family is essential to the welfare of the child.

Aid to dependent children must be expanded

Thirty years ago the "mothers' pension" or "mothers' aid" movement first turned the limelight on the need for public aid to children whose mothers were widows or without support. The first White House conference in 1909 declared that no child should be deprived of his own home because of poverty. As this form of aid developed it became apparent that it was needed not merely to keep children in their own homes but to save them from neglect and suffering caused by poverty in the home. Many thousands of children have received food and clothing and educational opportunities and have had the care of their own mothers who would have been deprived of these important things unless this type of aid had been granted them. With Federal funds supplementing State and local grants almost a million children in approximately 390,000 families are now receiving aid to dependent children, broader in scope than the original "mothers' aid" program. Distribution throughout the country, however, is very uneven. In many States and communities children are not receiving aid at all in keeping with their needs.

A report of the Social Security Board giving figures for the month of July 1941 showed that out of 44 States including the District of Columbia and Hawaii which were receiving Federal funds for aid to dependent children—

Only 4 States reported an average monthly payment per family of \$45 or more;

In 11 States the monthly grant per family ranged from \$35 to \$44;

In 17 States monthly grants ranged from \$25 to \$34;

In 10 States monthly payments were from \$15 to \$24;

In 2 States average aid per family was less than \$14.

Reports from 43 States on the number of children under 16 receiving Federal funds for aid to dependent children show similar inequalities—

In 5 States more than 50 out of every 1,000 children were being aided;

In 3 States 40 to 49 out of every 1,000 children were being aided;

In 12 States 30 to 39 out of every 1,000 children were receiving help;

In 11 States 20 to 29 out of every 1,000 children were receiving help;

In 12 States the number of children receiving aid was less than 20 out of every 1,000.

Undoubtedly there is the same kind of variation among localities within the States. It points to the fact that while there has been encouraging growth of aid to dependent children in their own homes a great deal more must be done in most States and communities if the purpose of this assistance is to be fulfilled.

Security of home life cannot be assured unless families are enabled to provide for their children the necessities of a decent standard of American living. *Every State and every community should make sure that it is not depriving its children of the things that are essential to the development of sound bodies and mental health.*

Members of your community who have the welfare of children at heart should—

Study means of increasing the security of home life for families with insufficient incomes by—

Aid under the Social Security Act: The welfare of children is part of the welfare of the total family group, and all forms of public assistance should be considered. Assistance through “Aid to Dependent Children” is particularly important.

General public relief: The needs of families not eligible for aid through the Social Security categories should be provided for.

Family service and relief by private agencies: Organizations of good standing supported by private funds should be enabled to fulfill their function in helping families.

“Over 900,000 children are already receiving aid to dependent children under Title IV of the Social Security Act. However, an additional million and one-half children are in need of such aid and would be eligible for such assistance under existing legislation if the funds were available. The average amount now being paid per child is only about \$10 per month when allowance is made for the mother or other caretaker of the child. If the dependent child were to receive as much as the aged person at the present time the average payment would be doubled to about \$20. In other words, aid to dependent children could be more than doubled in terms of the number to be aided and then doubled again if adequate assistance were to be given to the needy children.”

—Statement of the Chairman of the Social Security Board before a Senate Committee, July 21, 1941.

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- 1. What Are We Doing To Defend Them?**
- 2. Are We Safeguarding Those Whose Mothers Work?**
- 3. Are They Getting the Right Start in Life?**
- 4. Have They the Protection of Proper Food?**
- 5. Are We Defending Their Right to Health?**
- 6. Their Defense Is the Security They Find at Home.**
- 7. Their Education Is Democracy's Strength.**
- 8. Through Play They Learn What Freedom Means.**
- 9. Our Nation Does Not Need Their Toil.**
- 10. Are We Helping Those With Special Needs?**
- 11. Protect Them From Harmful Community Influences.**
- 12. Is Their Safety in Wartime Assured?**

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 6

**Their education
is democracy's strength**

There is no more far-reaching investment for a nation than to put milk, food, and education into young children.

—*Winston Churchill.*

WE must help young people to catch the vision of a democratic society in which the contribution of each of its members in service and sacrifice is needed in helping to build for that fairer tomorrow in which the ideals of the fathers and the faith of multitudes of toiling, freedom-loving men and women will be vindicated and fulfilled.

—*John W. Studebaker.*

A PRIMARY RESPONSIBILITY of our democracy is to establish and maintain a fair educational opportunity to which every American child is entitled. This should be a Nation-wide goal, sought through all the thousand varieties of local conditions and traditions. In this there is a value beyond direct educational benefits. Every American child should be able to feel pride and patriotism because his country assures educational opportunity for him and for every other child.

—*White House Conference
on Children in a Democracy:
General Report.*

"We are going to

"The supreme value of the human personality is at all times the foundation of education in a democracy. Educational agencies must strive in particular to develop the loyalties, the knowledge, and the discipline appropriate for a free people."

These words are from the report of the committee on education and training made to the Eighth National Conference on Labor Legislation in November 1941. They set a goal for the schools in the wartime period. Educational authorities and laymen are agreed that it is the function of the schools to promote a better understanding of democracy.

"Broadly speaking," says this same report, "the people seek through education to secure the best possible development of each individual person. In order that the individual may thus mature, our educational system seeks to equip him with the skills of speech, reading, writing, numbers, and the arts; to develop his ability to think clearly and independently; to cultivate the desire for further learning throughout life; to encourage healthful living; to lay the basis for a useful and happy leisure; to prepare the individual to earn a living through useful work; to cultivate the ability to cooperate effectively with his fellows; and in other ways to prepare him for successful membership in the family, the neighborhood, and in the larger societies of the State, the Nation, and the world.

"In the present crisis, in which our democratic form of government is seriously threatened, there is a growing conviction that a truly broad general education is vitally necessary if democracy is to be safeguarded and strengthened. . . . Merely adding additional courses on democracy is not enough. The students must be informed, able to make independent, sound judgments, emotionally well adjusted, and able to work cooperatively with other people if they are to resist totalitarianism successfully. The entire school program, correlated with out-of-school programs, must contribute to this end."

win the war—

The Office of Education of the Federal Security Agency, in discussing national defense in its bulletin "What the Schools Can Do," says: "It is significant that the purposes of public education in the United States have at the core remained essentially the same since its beginning. Conceived as democratic purposes, they have been designed to promote *democratic ways of living*. Now we are called upon to *defend* those ways of living. . . . It is a long-time program that is before us. Men and women of maturity, college students, adolescents, and little children will all have a part in defending democracy—now or 20 years from now. Let the schools do their part in continuing to build steadily for the *moral* and *spiritual* defense of the Nation, and they will be contributing vitally to its *material* defense."

The Educational Policies Commission in its bulletin "Education and the Defense of American Democracy," expresses a similar view: "Education can help to clarify the nature and goals of democracy. It can portray the American dream of a nation with liberty, justice, and opportunity for all in the broad sweep of history from the time of the Nation's founders. It can promote understanding of the civil liberties and the political institutions through which the democratic ideal finds expression. It can focus the searchlight of free and constructive inquiry on those economic and social problems which, if allowed to remain unsolved, threaten to disintegrate democracy from within. It can confirm that faith in the worth and improvability of each individual which is the basic tenet of democracy. It can provide opportunities to *live* democracy, in the school and the home, in the workshop and the market place."

In these expressions from widely different sources, there is unanimity in declaring that the greatest contribution the schools can make to the war effort and to the peace that follows is to fulfill the function of implanting democracy in the hearts of children and youths now growing up, by helping them to understand what democracy is, to love it and to *live* it, in the schoolroom and beyond.

And win the peace!"

—Franklin D. Roosevelt

Education for every child is essential to Democracy

This requires—

- 1.** Physical, mental, and emotional fitness for school experiences—the task of the home assisted by community services.
- 2.** Full-time school attendance until at least the age of 16 years, safeguarded by school-attendance and child-labor laws, well administered.
- 3.** Free educational opportunity beyond 16 years, with financial aid when necessary to enable the young person to attend school.
- 4.** Good schools staffed by competent teachers, within reach of every child.

These efforts must not be relaxed in wartime

- 1.** Preparation of children for citizenship is
- 2.** Pursuance of regular school programs is t

cy's defense

The schools must be strengthened to meet new needs:

- 1.** New schools must be established for children in defense or boomtowns—Federal funds to help in this task are available under the Community Facilities Act.
- 2.** Nursery schools and after-school activities are necessary in many communities to care for children whose mothers are employed in essential industries.
- 3.** School meals and school gardens are needed to improve the nutrition of our people.
- 4.** The health of school children should be especially safeguarded.
- 5.** Special defense training programs can prepare older students for war industries—Federal funds are available for this purpose.

cause—

in wartime as well as in peacetime.

way of safeguarding the morale of children.

Did you know that—

Thirty million children attend elementary and secondary schools each year?

Elementary education now reaches well over 90 percent of all children of appropriate ages? It should reach them all.

Enrollment in secondary schools has doubled or nearly doubled in every decade from 1890 to 1930? The resources of many school districts and even of entire States and regions cannot keep pace with the needs of the school population and provide educational opportunities according to suitable standards.

Three-fourths of those of high-school age go to high school; less than one-fifth of those who go to high school go on to college?

Hundreds of thousands of children lose schooltime each year because they are doing farm work?

The average length of time that school children of the United States attend school is about $7\frac{1}{2}$ months a year? There are over 1,000,000 children enrolled in schools that are in session less than 6 months a year. A school term of at least 9 months is the least a democracy should provide.

Fully one-third of the States have already made a start at changing from small to larger administrative units, and one-room schools are being eliminated at the rate of 2,500 a year?

Forty-five percent of the 5-year-old children in cities were enrolled in kindergartens in 1936, but only 5 percent of those living on farms or in villages?

As a citizen interested in education for all, you can—

- 1.** Find out how many children in your community are being deprived of schooling—and why.
 - a.* Does your community have enough schools to provide for all its children, and do those schools have adequate facilities?
 - b.* How many children in your community are not attending school?
 - c.* How many are attending school for less than 9 months of the year, or are attending irregularly because they are employed at agricultural or other labor or for other reasons?

- 2.** Work to remedy this condition and to provide adequate schooling for all. This requires—
 - a.* Wise laws regarding school attendance properly enforced.
 - b.* Increasing the State contribution to local school support, thus recognizing the principle that “the wealth of the State should educate the children of the State.”
 - c.* Federal aid to the States, so allotted as to reduce educational inequalities.

- 3.** Help to see that the schools in your community provide an education for democracy, by equipping the child to take a useful and satisfying part in home life, in work, and in community enterprises.

*The White House Conference on Children in a Democracy outlined these needs:*¹

EVERY CHILD should have learning experiences that are adjusted to his individual needs and that encourage the development of attitudes and skills necessary for democratic living. This requires—

Provision of kindergarten, nursery school, or similar pre-school experience for every child.

Revision of teaching procedures and school organization to make possible richer learning experiences in school and community.

Arrangement of individual programs adjusted to the growth pattern and individual needs of each child, including those who are physically handicapped, mentally retarded, or socially maladjusted.

More effective education and guidance of the child in human relationships, healthful living, use of leisure time, preparation for an occupation, ethical standards, and civic responsibility.

Cooperation of the school with other institutions and agencies, including the home, that serve the child.

Education of parents and prospective parents through the school to make possible the maintenance of more desirable homes and better educational opportunities for the child in the home.

¹ White House Conference on Children in a Democracy: Preliminary Statements.

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for the welfare of children
as an important part of national defense:***

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 7

Children bear the promise
of a better world

Through play they learn
what freedom means.

P L A Y

for Joy

for Health

for Growth

The America we defend

WE DEFEND the right of our children to play—unhampered by political, sectarian, or racial theories. We defend the right of our boys and girls to grow and develop through sports, clubs, hobbies, camping, drama, music, and creative arts and crafts into strong citizens of a living democracy. We defend the right of our young men and women to do together those things which mean comradeship, respect, and understanding. We defend the right of all people—freed from the economic stress of daily work—to continue to find opportunities for life in recreation.

We defend ideas, yes—but not these alone.

All over America leaders in small towns, large cities, and the open country know in their hearts that one important aspect of "Our Way of Life" means recreation. They and the American people who have created and made possible this movement will defend it.

—*National Recreation Association.*

Through play they learn

WE ARE CONCERNED here primarily with the leisure-time activities of children and with the services provided for them. The immediate activities are those in which spontaneous interest exists or may be aroused—activities inherent in child life, the nature of which we learn from the child himself. In the biological sense these are, for the child, the most highly educational. Their content is determined by the instinctive and unfalsifiable response of the child to his environment. Space, the simplest materials, the child's observation of life, the sense of well-being, exuberant vitality, and experimental adventurings are the equipment for these recreational activities. But the child is preparing for adult life as well as satisfying his immediate needs. On the face of it, the early play activities of the child may seem to have little bearing on his capacity for recreation in later life or on its socializing and health-promoting functions. There is, however, a deep and enduring quality to the established habit of spontaneous recreation, unconfined and pleasurable, that prepares and trains future capacity for play, regardless of how little visible similarity there may be between the doings in the play pen and the programs of the club, municipal park, or State camp. The ultimate educational objectives are served by enabling and encouraging the spontaneous play of the child as much as by providing playgrounds and organizing athletic contests or community pageants. And this is true no less of commercially supplied recreational facilities than of public or community provisions.

Play, to the child, is hardly distinguishable from the rest of life; it is the center of all interests and activities to which other interests, even eating and sleeping, are often subordinate. To speak of play as a need of the child is, therefore, to speak about that which to him is the greater part of and the most important thing in life. Unfortunately it is true that under unfavorable conditions the impulse to play may be, and often is, stifled or

what freedom means...

lost. To avoid the development of passive attitudes to life, spontaneity must therefore be protected and encouraged in the whole setting of the child.

As the child grows older, play gradually comes to be distinguished from other types of activity: it becomes "recreation." Play and recreation have incomparable values for the individual, in and of themselves. To emphasize recreation as a means of reducing or of preventing juvenile delinquency, of developing character and citizenship, or of some other worthy end is to slur over its essential character, its creative role as fun, relaxation, release, joy. Play and recreation are a part of the soil in which personality grows. It is during leisure that one is most free to be himself. In play one explores a whole range of roles and relations, one achieves social adjustment and group effectiveness, or, under unfavorable conditions, one experiences defeat, rejection, and disorganization.

All persons require types of experience through which the elemental desires for friendship, recognition, adventure, creative expression, and group acceptance may be realized. Normal family life and favorable conditions of play and recreation contribute much toward meeting these basic emotional needs. They help to supply, also, certain needs that arise in the process of growth and development of the child—the need for congenial companionship of both sexes, for emotional development, for a healthy independence—as well as other needs that arise at different stages in the individual's passage toward maturity. Play is an important means, also, for the development of motor, manual, and artistic skills, for contact with nature, for creative contemplation, for nonvocational learning, for the socializing experiences of group life, and for responsible participation in community life.

—*White House Conference on Children in a Democracy: Final Report (In press).*

Play is the child's best

*All children
should have —*

1. Time to play.
2. Space to play where they can move freely.
3. Play areas and play materials that they can use by themselves.
4. Opportunity for spontaneous play and self-expression.
5. Trained leadership for organized recreation.
6. Special recreational guidance with its emphasis on group life for personality development.

way to health and growth

Recreation aids national defense by—

1. Providing opportunity for the wise use of leisure time.
2. Giving healthful emotional release and needed relaxation for mind and body.
3. Developing leadership and initiative.
4. Making youthful bodies strong.
5. Helping children through play to learn to give and share.

Has your community these facilities ?

Playgrounds and community centers.

Leisure-time agencies and youth organizations.

Libraries and museums.

Park areas for family picnics, hiking, and camping.

Does your community —

Think recreation is important for all its people?

Have adequate play and leisure-time resources for all its children and youth?

Use schools for community recreation outside school hours and during vacation periods?

Have a recreation commission or department, parents' groups, and youth councils interested in leisure-time activities?

Provide competent and trained leadership to supervise a board program of play and recreation?

Some sources of advice and material on recreation

Children's Bureau, U. S. Department of Labor,
Washington, D. C.

Extension Service, U. S. Department of Agriculture,
Washington, D. C.

Recreation Division, Work Projects Administration, Federal Works
Agency,
Washington, D. C.

Recreation Section, Office of Defense Health and Welfare Services,
Federal Security Agency,
Washington, D. C.

Boy Scouts of America,
2 Park Avenue, New York, N. Y.

Camp Fire Girls,
88 Lexington Avenue, New York, N. Y.

Girl Scouts of America,
14 West Forty-ninth Street, New York, N. Y.

Jewish Welfare Board,
220 Fifth Avenue, New York, N. Y.

National Catholic Youth Council,
1312 Massachusetts Avenue NW., Washington, D. C.

National Federation of Settlements,
147 Avenue B, New York, N. Y.

National Recreation Association,
315 Fourth Avenue, New York, N. Y.

Young Men's Christian Association,
347 Madison Avenue., New York, N. Y.

Young Women's Christian Association,
600 Lexington Avenue, New York, N. Y.

Local public libraries.

Local offices of public and private recreational agencies.

Public schools.

Colleges and universities.

Recreation needs volunteer and professional leaders

Community recreation needs professional leaders but it offers many opportunities for volunteers, who should have the following qualifications:

1. Integrity and a high standard of personal conduct.
2. Dependability.
3. Ability to work with others.
4. Readiness to accept training and supervision.
5. Skill in certain avocations or hobbies.

A volunteer interested in children may —

1. Be a member of a defense recreation committee or a parents' council of a playground.
2. Coach baseball, basketball, softball, and other athletics.
3. Teach art, painting, and crafts.
4. Lead choral and instrumental music.
5. Teach dramatics, radio, and puppetry.
6. Lead social games and parties.
7. Plan and arrange for group discussions and forums for parents.

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 8

**Our Nation
does not need their toil.**

IF a declaration of independence were to be written today, American women would ask that in the enumeration of the objects for which governments are instituted the welfare of children should head the list; and the American men would agree. It is time that with characteristic American directness we undertake to realize that object now.

—*Grace Abbott.*

* By 111!

— 111

111

Children need

opportunity for education and normal development

Give them

freedom from toil that bars them from this opportunity

Child-labor laws are

THE PROTECTION of children from premature employment and the safeguarding of their opportunity for education and preparation for life are basic in any program for social welfare in any society, whether that society be strong or weak, rich or poor, at peace or at war. In the United States at this moment—now more than ever before—it is essential that the Nation make the wisest possible provision for the protection of its childhood from labor that is detrimental to health, education, and general welfare. A child who starts to work too young, before he has had a chance for normal physical, mental, and social development, starts life with a handicap—a handicap that burdens not only the child himself, but his State and his Nation. If today's children are to be able to build the better world of tomorrow for which adults are now fighting, boys and girls must be given *more* rather than *less* opportunity than they have been given in the past.

To say that the children must be denied these opportunities because sacrifices must be made in other directions is to ignore the reason for these sacrifices—the common good. It is as if the people in a time of scant harvest should devour all the seed corn, so that as a result the next year would be a period not of scarcity but of absolute famine.

Child labor is not a new problem just now thrust upon the Nation. Our people have developed reasonable standards of protection in this field; we know the ways in which those standards may be put into operation; we have advanced far in developing good technique for administering them effectively. Good child-labor laws, and their important complement, compulsory-school-attendance laws, are fundamental in our present program to insure for children preparation for democratic citizenship. Such laws should (1) require children to

Childhood's protection

attend school at least up to 16 years of age, (2) establish a basic 16-year minimum age for employment, (3) regulate their hours of work, (4) protect them from hazardous occupations, and (5) make provision for the effective enforcement of these standards.

It is essential that these standards be upheld in the fields of employment in which they exist, and that they be put into effect where they do not exist. Increased employment pressures due to the defense program are causing a greater demand for young workers and a greater tendency to violate child-labor laws. Children under 16 are going chiefly into nonfactory work—jobs, for instance, as errand and delivery boys, newspaper and magazine distributors, “curb-hops,” garage helpers, stockboys and salesgirls in stores, domestic-service workers—employment on the whole less subject to regulation than work in the defense industries. There has been an unusual demand for the work of children in agriculture, and some localities have delayed the opening of schools or have excused children from attendance for this work, without considering whether the need might be met in some other way. An even greater demand for children to work in the fields may face the country as more adults are drawn into the war effort.

It will take vigilance to watch for these first breaks in standards and to combat them. It will take courage in this period of crisis to insist upon extending protection where it is now lacking. It will take intelligence and determination to find those ways of solving our problems that will not burden our children. If the foundation of a democracy is an educated and informed citizenship, our children must have the opportunity to gain an education and thus become informed. Solution of post-war problems will demand a generation wiser than that which preceded the war.

Children have a right

THE FIRST child-labor laws in this country, enacted in New England more than a century ago, required working children to have the rudiments of an education. Then some limitations were placed by State laws on hours of work, and later laws established a minimum age for employment. As the country grew, the economic and industrial interests of the States became more and more closely interrelated.

Early in the twentieth century people began to realize that child labor is a National as well as a State problem and that the children of the Nation as a whole have a right to equal protection under the law. Federal child-labor laws enacted in 1916 and again in 1919 were in effect for a short time but were declared unconstitutional by the United States Supreme Court. Now the Federal Fair Labor Standards Act of 1938 contains child-labor provisions which in effect set a basic minimum age of 16 years for employment in establishments producing goods shipped in interstate commerce. This act has recently been upheld by the United States Supreme Court.

Every State should have labor that set standards high as—

1. A minimum age of 16 years for employment in factories at all times; a minimum age of 18 for all employment during hours; a minimum age of 16 for employment in nonfactory occupations outside school hours during vacation.
2. A minimum age of 18 years for employment in hazardous occupations.
3. Employment certificate for minors under 18 based on evidence of age.
4. A maximum workday of 8 hours and a maximum workweek of 40 hours for minors under 18, prohibition of night work, and provision for a lunch period.
5. Minimum-wage standards for minors.
6. Provision for administration of these standards, including adequate State appropriation and qualified personnel for enforcement.

to equal safeguards

Public opinion recognizes that, in general, child-labor standards set by law should establish: A minimum age below which children may not be employed in any occupation; regulation of daily and weekly hours and prohibition of night work; protection of children and adolescents from employment in occupations hazardous to health and safety; administrative provisions, including requirement of employment certificates, and adequate provision for law enforcement.

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The amount of protection that existing standards give to children differs greatly in different States. The child-labor provisions of the Fair Labor Standards Act do not cover industries purely intrastate in character. Only 11 States set a basic minimum age of 16 years for the employment of children. Even the 14-year and 15-year minimum-age standards in effect in 33 States are subject to exemptions. Five States that have no basic 16-year minimum age for employment permit children to work longer than 8 hours a day, and 5 States without this basic minimum age of 16 years permit them to work longer than 48 hours a week.

Protection of 16- and 17-year-old workers is even more incomplete than for the younger group. At this age, boys and girls who go to work must carry the double burden of rapid growth and labor, and because of their immaturity they are especially susceptible to industrial accident and injury to health. Yet half the State laws fail to give young workers of 16 and 17 years substantial protection from employment in hazardous occupations, and less than half limit in any way the maximum weekly hours of both boys and girls of these ages.

The Fair Labor Standards Act does these things for children:¹

1. It sets a basic minimum age of 16 for employment of children in establishments producing goods shipped in interstate or foreign commerce.
2. It makes an exception for children of 14 and 15 years in nonmanufacturing and nonmining occupations working under conditions that do not interfere with their schooling, health, or well-being as determined by regulations of the Children's Bureau.
3. It provides a minimum age of 18 years for occupations found and declared by the Children's Bureau to be especially hazardous for minors 16 and 17 years of age.
4. It provides protection for employers through certificates of age for their minor employees.
5. It provides for cooperation with State and local agencies charged with the administration of child-labor laws. In most States State employment and age certificates are recognized as proof of age under the act.
6. It entrusts administration of these standards to the Children's Bureau of the United States Department of Labor.

The child-labor amendment would do this for children:

It would make possible one national minimum standard affecting all types of child labor in all parts of the Nation. This amendment has been ratified by 28 States; 8 more ratifications will be necessary to place the amendment in the Constitution.

¹ The act contains also provisions relating to wages and hours for workers of all ages, which are administered by the Wage and Hour Division of the United States Department of Labor.

Do you know that—

1. Almost a quarter of a million children 14 and 15 years of age were working in the U. S. A. in March 1940.¹
2. Two-thirds of a million boys and girls 16 and 17 were working in March 1940.¹
3. The census figures indicate a decrease in child labor since 1930, but a new sharp rise in employment of boys and girls 16 and 17 is now taking place.
4. The number of children under 16 taking full-time jobs is smaller than in 1930 but is also increasing where permitted by State law.
5. Any upswing in general employment, such as is occurring at present, tends to be accompanied by an increase in child labor.
6. There is still child labor, little protected by legislation, where conditions are often very harmful for children; for instance, in street trades, in domestic service, in industrial home work, and in industrialized agriculture.
7. More child workers are used in industrialized agriculture than in any other form of toil, and it is here that increasing pressure upon children may be expected unless precautionary measures are taken.

¹ According to estimates by the U. S. Bureau of the Census based on a 5-percent sample.

*If you want children
protected from harmful
child labor, you can—*

1. Know what kinds of work children are doing in your community.
2. Know what they are doing on the farms of your State.
3. Know where children in your State are working in factories, in stores, at street trades, in agriculture.
4. Promote understanding by parents, employers, and young people of the standards set up by your State for the protection of young workers.
5. Know whether the State is equipped to enforce the child-labor standards set up by law: Has it the necessary funds? The needed personnel? If not, help to see that these conditions are remedied.
6. See that there is a staff available in your community to issue certificates for children going to work.
7. Help the enforcing officials in your community by referring to them cases of child-labor violations.
8. Know whether your State child-labor and school-attendance laws dovetail so that children are not dropping out of school before they are ready to go to work. If these laws are inadequate, you can help to get them amended.
9. Help children stay in school to get the education they need.
10. Support new child-labor legislation to protect children who are not now properly safeguarded by the laws of your State.

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 9

For sale by the Superintendent of Documents, Government Printing Office, Washington, D. C. - - - Price \$3.00 per 100

Teacher's Copy

Children bear the promise
of a better world

Are we helping
those with special needs?



*HY 741
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no. 1-11

Our Concern—Every Child

SOcial SERVICES FOR CHILDREN of all economic levels needing special assistance in dealing with problems of home, school, or community adjustment should be everywhere available. All our rural counties, not merely 500 of them, should have as soon as possible the services of a child-welfare worker, able to give full cooperation to citizens' groups in developing whatever community programs may be necessary to safeguard the health and well-being of children. In every city the public and private resources for safeguarding the health and welfare of children should be reviewed and strengthened with a view to meeting the needs of every child who may require special service.

—*Katharine F. Lenroot.*

Assure to every child

“SOCIAL SERVICES furnish the means by which society helps to meet the special needs of children whose well-being cannot be fully assured by their families and by those community services that are intended for all children alike. The primary objective of child-welfare service is to provide for every child who has some special need whatever assistance and guidance may be required to assure him security and protection, within his own home if possible, and opportunity for his growth and development.”—*White House Conference on Children in a Democracy, General Report.*

From a million and a half to two million children throughout the United States are in special need of assistance because of home conditions or individual difficulties or disabilities. At least a million of these children are deprived of a fair opportunity for normal development because they live in communities that lack the necessary resources for child-welfare services.

Children who have been deprived of normal home life or who are endangered by conditions in their environment, as well as those with mental or physical handicaps or emotional maladjustment, are peculiarly in need of safeguards and assistance which should be afforded by State and community programs. Boys and girls whose bodies and characters are stunted by deprivation and neglect cannot develop into courageous and self-sustaining citizens. Society has an obligation to protect these children,

With a chance for normal

ecurity and well-being

both for their sake and its own. Every child, no matter where he may live or what his race or economic or social status may be, should be assured of those services that his individual needs require.

Very few communities have made provision for social services for children which come anywhere near meeting the real needs. In a great many counties or other local units almost the only services available are foster care for children who have had to be removed from their own homes and treatment of juvenile offenders. Deprivation and neglect and maladjustments that might have been prevented or corrected afflict childhood, and the community lays up for itself an ever-increasing load of dependency, mental and physical handicap, and delinquency.

“Let us come to see what children really are. Each day the world is made anew through its childhood; each day countless opportunities are offered to us through our children. Let us catch their love for the beautiful, their love of sport, of play, of art, of truth and justice, the delicate fineness of all their sensibilities and capabilities, the numerous creative resources they have with them; then let us use their talents for that newer, finer life which is the great objective of social work. . . . America has a very different attitude toward its children from that of almost all other countries. This is fertile soil, and how rich will be the harvest if only we use the soil in the right way.”

—J. Prentice Murphy.

rowth and development

Child-welfare services

Study conditions in your locality

THE FIRST STEP in bringing child-welfare services to all who need them is a careful study of conditions in the community. Existing services should be known, and plans made for providing necessary resources, so that aid may be given to all children whose home conditions or individual difficulties demand special attention.

Social-welfare agencies, schools, health agencies, courts, recreational agencies, and representative citizens all should take part in community planning for child-welfare services. Public and private child-welfare agencies should cooperate in developing an effective program.

Some localities make provision for the care of children with certain types of disability, while they entirely overlook other children with equally important needs. Other localities pay very little attention to children who should be the special objects of their concern.

Public and private funds can be used to the greatest advantage only when there is an intelligent plan for giving the kinds of service actually needed. It is a short-sighted policy that ignores the importance of adequate community services for children; saving of tax funds now may mean wastage of funds through greatly multiplied expenditures in future years. Unwise economy will mean a wastage of childhood and a future burden of dependency, neglect, and delinquency.

Does your community provide adequate provision?

1. Social service for children with home conditions or individual difficulties or disabilities requiring attention?
2. Child-guidance service for and treatment of children with special problems of personal behavior?
3. Foster care, in family homes or institutions adapted to the individual needs, for children who must be cared for away from their own homes temporarily or for long periods?
4. Service to physically handicapped children, in cooperation with medical and educational agencies?
5. Social safeguards for retarded or mentally deficient children?
6. Cooperative effort to remove community conditions detrimental to the welfare of children and to create more favorable conditions for health and well-being?

eed community planning

Public responsibility for welfare of children

ONLY RECENTLY has it been recognized that casework services to children are an important function of public-welfare agencies as well as of organizations privately supported. Under the Social Security Act Federal aid is given the States for extension of child-welfare services in rural areas. This has brought marked development of public social services for children in districts where formerly there was widespread neglect. These demonstrations of the extent of need and of constructive methods of care may well serve as an incentive for State-wide programs.

The White House Conference of 1940 urges that—
Social services to children whose home conditions or individual difficulties require special attention should be provided in every county or other appropriate area. An obligation rests upon both public and private agencies for the development of adequate resources and standards of service.

In most communities the public agency must assume the greater part of the responsibility for the protection and care of children. Local public-welfare departments should be able to provide all essential social services for children, either directly or through utilizing the resources of other agencies. As stated in the report adopted by the White House Conference, "Public child-welfare services should be available to every child in need of such help, without regard to legal residence, economic status, race, or any consideration other than the child's need." To make this possible there must be enough social-service workers in the community, and they must be equipped by training and experience for their difficult task.

Social services must answer many forms of need

MANY FORMS of social service are needed by children whose well-being cannot be fully assured by their own families. Of first importance are those services that help to afford children security and protection and opportunity for growth and development in their own homes and in their own communities.

Social services should be available for children who are neglected and for those whose health or welfare is endangered by conditions in the home or the community. Unmarried mothers and their children are in special need of care and protection. Children placed for adoption require safeguards which should be afforded by public and private agencies.

For children who are physically handicapped social services must frequently be provided in cooperation with health and educational agencies.

For children who are mentally handicapped social services are needed to assist parents in understanding their limitations and potential abilities, to further their development through community, school, and home activities that bring satisfaction in achievement, and to provide other homes for them if they cannot safely remain with their families.

For children who require care away from their own homes there should be available various types of foster care in family homes or in properly equipped institutions, so that each child may receive the care he really needs. Child-caring agencies and



institutions, whether public or private, should have adequate funds for the maintenance of children and for such services as are necessary to meet their physical, emotional, educational, and religious needs.

Foster care should be preceded by social service to determine whether such care will be in the child's best interest, as well as the type of care needed by the particular child. Unless the child's welfare necessitates permanent severance of family ties, foster care should be accompanied by work for the rehabilitation of the home, so that the child may return to the family group as soon as conditions in the home and his own development make this desirable.



"We are well aware of the greatest structural social movements which slowly must compel a better public service and the abolition of poverty. After all, no one knows how long or how short a time will be required to finish this spadework of our civilization. But this much is sure: We can quicken the pace."

—*Julia C. Lathrop.*

Prevention of juvenile delinquency

CHILDREN in danger of becoming delinquent must be the concern of those agencies equipped to deal constructively with home and community conditions and with problems of the individual child. Child-guidance services for the study and treatment of children who show personality or behavior problems at home or in school are an essential part of a community program.

Prevention of delinquency and intelligent treatment of young offenders require knowledge of the personal and environmental conditions which may have a bearing upon the delinquent behavior of the individual child. The social and economic factors which contribute to maladjustment must be understood and dealt with, as well as the physical, mental, and emotional characteristics of the child.

Courts dealing with children's cases should have judges who have understanding of children and knowledge of social conditions. Social services should be available to these courts. In the larger communities the court may need to have its own staff, but in less populous areas the court may use the services of child-welfare workers in the public-welfare department.

The conservation and upbuilding of normal home life are preventive measures of the greatest importance. Educational maladjustment resulting from inflexible school programs often leads to personal and social maladjustment, and prevention of this source of behavior problems must be dealt with in a community program. Provision of play facilities and leisure-time activities has long been recognized as a factor in prevention of juvenile delinquency: youthful energies must be directed into useful channels. The development of adequate social services in local public-welfare departments is of very great importance as a measure for the prevention of delinquency.

Prevention of juvenile delinquency and intelligent treatment of young offenders are not problems for juvenile courts, child-guidance clinics, and training schools alone. The church and the school, recreational and group-work organizations, and child-welfare, family-service, and health agencies are all concerned with the prevention and treatment of delinquency. Concerted action in this field is an important part of a comprehensive community program of social services for children.

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U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

Defense of Children Series No. 10

For sale by Superintendent of Documents, \$3 per 100

Teachers Do
Children bear the promise
of a better world

Protect them from harmful
community influences.

WHAT a strange and mysterious thing is a city! It is both a dream and a reality, a past and a present, the houses, workshops, and shrines of a commonwealth. It is the hearthstone of the people from which they measure the world . . . for men make cities and cities make men; "the walls of our cities are men."

—*Sir George Newman, Ministry
of Health, England.*

EITHER we must give up the ideal of anything approximating equal opportunity for the child in the rural district and the small industrial and mining community and the child in the richer community or we must accept the principle of a wider taxing area and of central responsibility for the encouragement and development of a State-wide program. The necessity for rapid extension of education, health, and social service through State cooperation in county-wide programs is clearly indicated.

—*Grace Abbott.*

Good neighborhoods help

ALTHOUGH community conditions are always important in the lives of growing boys and girls they are especially deserving of attention at present. If we may judge from the experience of the United States during the last World War, the days ahead of us are likely to prove unsettling to some of our boys and girls. The behavior of some will reflect their disturbance. The quickened tempo of life and new stresses and strains may well add to what we may think of as problems more or less normal to childhood development and adolescence. We must meet to the fullest extent possible the needs of individual children in the home and at school, and must see to it that conditions in the community are those which offer opportunity for continuing wholesome development, that its influences are those which build up rather than tear down character.

Because of industrial migrations whole families will be uprooted and transplanted into new communities where often they will be homesick and friendless. Many homes will in a sense be "broken homes." Frequently the father will be absent because he is in service or because he is employed in defense work. In an increasing number of homes, the mother will be away during the day because she is working or is participating in volunteer defense activities. Thus for many children parental discipline will be relaxed and guidance lessened.

City and country children alike will feel the urge to action that comes with the emotional stress and strain of war and danger. Unless they have understanding and wise guidance from adults some youths will try to express their patriotism in unwise or unacceptable ways, as for example the young boy who runs away from home to join the Army or the young girl who misrepresents her age in order to be able to participate in projects for entertainment of service men.

to build good citizens

Because of the increased opportunities for employment, many of those in the teen-age group will find themselves in possession of a new social and economic independence for which they are not prepared. Especially serious is this for the youth who goes from the farm or small town to the city and for the youth in the rural area that has experienced a sudden mushroom growth and the introduction of "boom" activities. For such a boy or girl new social and economic independence is coupled with a new and more complex way of life.

In addition to feeling the impact of changing family and individual situations the youth is particularly vulnerable to the influence of certain harmful community conditions and situations. He may suffer from these in either of two ways. First, because of isolation or because of lack of facilities the community may afford him little opportunity for wholesome friendships and group activities, little opportunity to use leisure time constructively and to develop satisfying interests. Many of our social ills and much of delinquent conduct comes out of the inability of individuals to find satisfaction and fulfillment in leisure time. Second, the youth may be exposed to definitely demoralizing influences such as widespread and open prostitution, drinking, gambling, and the like, extensive distribution of indecent literature, exhibition of undesirable shows and motion pictures, and poorly supervised places of commercial amusement.

All these problems of undesirable community influences appear in an intensified form in the new and overcrowded communities that have sprung up in rural areas as a result of the Nation's war effort. In these areas unsatisfactory housing, lack of school and recreational facilities, and other factors in community life tend to throw young people into situations that may prove harmful.

Democracy must be rooted in the soil of every community

Probably never before has youth had so challenging an environment. Barriers are apt to be broken down, standards cast aside or disturbed—all with resulting bewilderment to the individual. Youth must be prepared to have rich, purposeful, and creative lives. They must be helped to achieve a perspective upon life that makes them aware of the difference between fundamental values in behavior and transient ideas and the resulting unacceptable conduct.

Is your community failing to protect children?

Has it neighborhoods where crime rather than law observance is the accepted way of life?

Has it neighborhoods that offer adolescent boys and girls little opportunity for wholesome activities?

Has it areas where children's only playgrounds are the street, railroad yard, or city dump?

Has it roadhouses, beer parlors, and amusement places in which young boys and girls are exposed to demoralizing influences?

Has it newsstands at which indecent and obscene magazines are sold to young people?

Are children and youth under the age of 18 years held in jail or police stations?

We are concerned with the tremendous waste of talent reflected in draft desertion, delinquency, and in industrial accidents, and in unemployment. We must come fully aware of the loss in those values that our civilization cherishes when youth is prepared for satisfying relationships in the home, in the church, the club, in the pursuit of art or entertainment by the arts and by sports and amusements. Yet, we must recognize the pressures outside the home, the school, or work that most often lead to delinquent or criminal behavior.

At all times, and in all conditions, our National Government demands responsible citizenship. We are eager to meet the pressures of war and to respond to these challenges. We must educate many young people to these responsibilities.

Is your community protecting children?

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Are children and youth needing special care and supervision provided with service by qualified workers and given treatment adapted to their special needs?

Do all young people have access to wholesome recreational and leisure-time opportunities?

Is there effective supervision, by qualified workers, of rooming houses, places providing public refreshment or entertainment, streets, parks, and playgrounds?

Are there good laws, well enforced, protecting young persons employed in public places and in street trades?

Are the police and courts vigilant in law enforcement?

maturity. Some will experience no particular difficulty in this speeding up of the growth process. Others will develop unevenly and at times seem more like children than like adults. The latter group especially will need help in growing up wisely. All should have the safeguard of wholesome community conditions.

A good home is the start

IN a broad sense protection from harmful community influences begins with the safeguarding of the stability of the home, the strengthening of the economic and emotional security of the family and its members. Such protection includes financial assistance and social service to meet economic and social problems of families arising out of illness, dislocations of employment, absence of the breadwinner, and the like; community facilities to supplement home care and supervision when mothers are employed, which take into account the needs of school children for guidance in hours not devoted to regular school programs as well as the needs of preschool children for care; effective health service and medical care, which includes measures for safeguarding physical and mental health; opportunities for education that not only serves immediate needs but is attuned to the whole growth cycle and is directed toward the objectives of a free society; safeguards with respect to child labor and youth employment; opportunities for play, for wholesome companionship and leisure-time influences; and the resources of religion which is not afraid of life but gives life ultimate meaning, confidence, and hope.

Direct protection from harmful community influences is achieved through what may be regarded as the housekeeping practices of the community. These have to do specifically with the conditions on the streets and in public places, in centers for commercial recreation, and in service industries—especially those providing shelter, food, drink, and entertainment. Good community housekeeping requires that there be carefully drawn laws and ordinances for the inspection and control of health and social conditions in public places, places of commercial amusement, and service industries; legal measures for the protection of youth and for the prevention of their exploitation for commercial gain; enforcement of these regulatory and protective measures by competent and socially minded officials who understand the needs of young people and are alert in their recognition of destructive influences.

n protection of youth

Regulation by laws or ordinances properly drawn and consistently enforced is essential. But this alone constitutes a negative approach to harmful community influences. Protective and preventive services for young people must be developed as part of or in cooperation with local law enforcement agencies. Persons who understand young people and are skilled in social work should be available to participate in inspection of commercialized recreation, enforcement of laws for the protection of youth, and observation of conditions resulting in the exploitation of young people. Such participation by social workers will reveal that many children and young people found in situations of social danger are in need of assistance and guidance. The community must therefore make available adequate facilities for social service and vocational and educational guidance through which they and their families may be helped to meet their individual problems. Better still, such assistance should be available to families and children long before the danger point is reached and through natural and readily accessible channels.

In the community, constructive influences that build up must be substituted for destructive influences. In the words of the White House Conference on Children in a Democracy, "Adequate play facilities for children, constructive companionships and associations in neighborhoods where they reside, and carefully supervised group activities all contribute to the upbuilding of character."

*As a citizen interested
in improving community
conditions, you can—*

1. Inform yourself about community conditions that affect the lives of children.
2. Participate in movements to eliminate harmful conditions and promote those favorable to the welfare of children.
3. Insist that your police and courts enforce laws for the protection of children and young people.
4. Support educational, recreational, and social-service programs designed to meet the needs of children as a group and as individuals.
5. Set a good example as a citizen by voting for upright and competent public officials and by supporting them as they discharge the responsibilities of their offices.

**Other Bureau publications
that may interest you are—**

Pub. 143. Child Management.

Pub. 215. Facts About Juvenile Delinquency.

Pub. 225. Guiding the Adolescent.

Pub. 241. Development of a Leisure-Time Program
in Small Cities and Towns.

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